DOCUMENT RESUME

ED 093 557 RC 008 017

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TITLE Improving Rural Leadership Potential in Public Affairs.
PUB DATE 24 Aug 74
NOTE 33p.; Paper prepared for the Annual Meeting of the Rural Sociological Society (Montreal, Canada, August 1974)

EDRS PRICE MF-$0.75 HC-$1.85 PLUS POSTAGE
DESCRIPTORS Change Agents; *Community Leaders; *Futures (of Society); Industrialization; *Leadership Training; Politics; Problem Solving; Program Descriptions; *Public Affairs Education; *Rural Population; Rural Urban Differences; Socioeconomic Influences

ABSTRACT

In most of the United States, rural areas are experiencing economic and social changes that raise new policy questions for both government and private organizations. Often, these changes have industrial or urban roots and require knowledge and skills not part of the background of most rural people, with the likely outcome that farmers and other rural citizens will not be as effective as they might be in guiding future developments. To be most effective, rural leaders need a basic understanding of the methods whereby public problems can be solved through group action. Recognizing this, the College of Agriculture, Pennsylvania State University, designed and implemented a special adult education program focusing on public affairs leadership development. The 5-year program began in fall 1970. Designed for training potential leaders 20-40 years of age, the program offers an integrated sequence of workshops, travel seminars, and home study, which include: public policy from a broad perspective; economic, political and social changes that affect public planning; leadership in group action; alternative solutions to rural problems; and national and international issues. Emphasis was placed on sharpening the ability to analyze public problems and communicate with others, rather than on laying down arbitrary guidelines. Suggestions for program evaluation and future research needs are also given. (KM)

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ED 093557

IMPROVING RURAL LEADERSHIP POTENTIAL IN PUBLIC AFFAIRS*

Robert E. Howell**

Statement of the Problem

In most of the United States, rural areas are experiencing economic and social changes that raise new policy questions both for government and for private associations of individuals. In addition, rural people, in common with other citizens, face complex and increasingly crucial issues about the kind of society the nation will have in the future. The problems often have industrial or urban roots, require knowledge and skills not part of the background of most rural people, or involve value judgments seldom explicitly examined. The likely outcome, therefore, is that farmers and other rural citizens will not be nearly as effective as they might be in guiding future farm and rural developments; and they may have little voice in resolving state, national, and international issues important to everyone.

Technological advances in basic industries, such as agriculture and mining, have led to out-migration and a leadership "drain" from many rural areas. Communities affected are faced with the depletion of human resources, low tax bases, and difficulties in financing public services. In other rural areas, urban-oriented expansion has raised questions concerning community planning, environmental quality, schools, land-use and the like.

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*Paper prepared upon request for presentation to the Community Development Research Committee at the annual meetings of the Rural Sociological Society, McGill University, Montreal, Quebec, August 22-24, 1974.

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Thus, rural people are faced with many complex problems such as land-use planning, provision of local services, taxation, chronic poverty, inadequate housing, and the pollution of our environment. Such problems cannot be solved by individual action alone, but require some form of group effort. To be most effective in dealing with these and other public problems, rural leaders need a basic understanding of our economy and society and of the methods whereby public problems can be solved through group action.

As young men and women develop an interest in these issues and become involved in the community, they increasingly influence decisions pertaining to public problems. At such times young adults develop a greater feeling of need for knowledge and expertise in many areas in which they may have limited or dated training. Most persons at this age, however, cannot take the time to return to the classroom for an extended period of time to gain the knowledge which is necessary for making sound public decisions.

The Educational Approach

Recognizing the pertinence of these observations in Pennsylvania and the importance of well informed leaders for guiding future rural and community development in the state, the College of Agriculture of The Pennsylvania State University, assisted by a grant from the W. K. Kellogg Foundation, designed and implemented a special adult education program focusing on public affairs leadership development. The initial program began in the Fall of 1970 and was specifically designed for the training of present and potential rural leaders between 20 and 40 years of age. Since that time, 330 outstanding young men and women have received intensive training designed to broaden the experience and knowledge upon which more effective public decisions can be made. The aim of the program is to improve the ability of future leaders

to make informed public decisions and to learn effective processes for group action.

The program offers an integrated sequence of workshops, travel seminars, and home study designed to:

-develop a better understanding of the economic, political and social changes of direct importance to public planning and decision making.

-explore problems of public policy from a broad perspective.

-increase understanding of social organization in communities, of the processes by which groups make decisions, and of the strategies by which these decisions are implemented.

-increase understanding of the qualities and methods of leadership in group action.

-improve participants' ability to communicate with both large and small groups while increasing confidence in working with the public.

-evaluate alternative solutions to problems facing rural areas.

-develop a greater understanding of significant national and international issues.

-develop a greater sensitivity to the needs and aspirations of others.

-establish a basis for lifelong development by stimulating a desire for independent study.

Workshops focus on topics in economics, sociology, government, public finance, philosophy, and communications; with case study methods being utilized. Throughout the program, emphasis is placed on sharpening the ability to analyze public problems and communicate with others, rather than on laying down arbitrary guidelines.

The initial Kellogg Grant program extended over a five-year period. In each of the first three years classes of up to 108 participants, equally drawn from three areas of the state, were trained. Second- and third-year programs, for up to 36 persons from each first-year class, followed. Thus, three one-year programs, each followed by a two-year program, were carried

out over the five-year period. Each yearly program included 20 days of intensive workshop instruction and field trips, plus home study. Classroom sessions were primarily conducted in five-day blocks of time, with field trips ranging from five to fourteen days in length. (See Appendix A for an outline fo the three-year educational program.)

Unique Program Features

1. An intense "live-in" learning environment.
2. Participants were young men and women between 20 and 40 years of age.
3. Each group consisted of a heterogeneous mix of participants representing a cross-section of the community and including low income persons and minority group members.
4. Travel seminars to places within and outside of state to examine problems which are national in scope and innovative development programs.
5. Travel to the state capital and Washington, D.C. to visit key government officials and develop a knowledge of the process of working with all levels of government.
6. International travel exposing participants to the problems of developed and developing nations.
7. A motivational experience which is similar to that obtained at a religious revival.
8. Fellowship awards which paid for most participant costs and provided the incentive to devote time to an intensive educational program.
9. Some workshops were conducted in an isolated setting which fostered intensive interaction between resource persons and participants.
10. Involvement of county Extension staff (up to three per group) with clientele in the same educational program. This approach facilitated the development of an understanding of the program's mission among field staff and provided an unusual opportunity for in-service training.
11. Only a select group out of the first-year class received the second two years of training. This group also consisted of a good cross-section of the community.

12. Program encouraged a high level of interaction between resident and Extension staff through joint efforts at program planning and implementation.

13. Program coordination by resource development agents, which permitted their influence upon program design and facilitated the program's acceptance by Extension field staff.

14. Program provides an exposure to problem solving experiences which may be acquired during several years of public service involvement, in a relatively short period of time.

Current Public Affairs Leadership Development Programs

Based upon the experience of training 264 present and potential young adult rural leaders under the initial grant from the W. K. Kellogg Foundation, it was decided that a modified version of the original three-year program should be continued. It was also felt that the effort should be expanded to reach more people. Four types of educational programs in the public affairs leadership development area are now being developed: the Statewide Workshop, Regional Workshops, Correspondence Courses in Public Decision-Making, and the Public Affairs Forum.

Statewide Workshop--This program consists of 30 days of training over a two-year period of time. Each yearly program engages participants in an integrated sequence of three-day workshops which are conducted at approximately four week intervals. This is a modified version of the original three-year program and it excludes travel to other states and countries. The intent is to cut costs and participant time commitment so that the program can be included as part of Penn State Extension's regular educational activities. Travel to a major urban center, the state capital, and Washington, D.C. are still included.

Some costs of instruction, administration and supplies for this program are now being borne by The Pennsylvania State University, with participant

fellowships being provided by contributions from foundations, businesses and corporations, organizations, individuals, and groups. The Kellogg Foundation is continuing to provide support for the program during a three-year transitional period, while sufficient funds for operating the fellowship program can be raised from private sources within the state. During the transition, Penn State Extension is planning to completely take over the costs of instruction, administration, and supplies for those aspects of the program which are successful, contingent upon future funding provided by appropriations from state and federal sources in support of Cooperative Extension Service activities. Each participant contributes $200 toward defraying costs of subsistence and field trips.

Unique Program Features

1. Participants are involved in the entire two-year program. (We are now considering a policy to re-evaluate the participants between the first- and second-year program.)
2. The program has the same features as the original program except the travel to other states and countries.

Regional Workshops--Beginning January 1975, less intensive Regional Workshops will be offered in selected multicounty clusterings. The Regional Workshops have the same educational objectives as the statewide program, but include the analysis of important local issues from a broad perspective. These workshops will have 40 to 50 hours of instructional time over the fall and winter months. Each session will be no longer than one day in length. Regional Workshop participants may elect to attend the Statewide Workshop seminars in Harrisburg and Washington, D.C. The Regional Workshop option is specially designed for persons who cannot be away from business, community and family obligations for an extended period of time. The

Regional Workshops do not have an upper age restriction for the participants. (See Appendix B for the program outline which we are recommending to local planning committees.)

There are no educational requirements for either program.

Unique Program Features

1. An integrated series of workshops conducted in a setting which permits the participant to commute.
2. No age restrictions, thus providing an opportunity for present and potential community leaders to interact in the same educational program.
3. Greater reliance upon other institutions for resource persons.
4. Salient local issues are among the problems to be analyzed.
5. Program coordination by Extension field staff who were involved in the Statewide Workship.

Public Affairs Forum--Two types of public affairs forums are planned for implementation in the Spring of 1975 and proposed as an annual educational activity:

1. The Targeted Conference--This approach will attempt to bring experts on particular types of public affairs problems into contact with persons who, by virtue of positions they hold in local, state, or private organizations, are in a position to put to use and to disseminate knowledge acquired at the conference; and as informed users of information, these persons would help to define for researchers significant problems requiring their attention. The targeted conference is intended to serve in the role of an intellectual middleman in bringing about a more effective research-education process.

   The conference will use panel and workshop techniques to develop two-way flows of ideas and permit in-depth discussion.

2. The Broad-Based Conference--This forum will consider the same issue analyzed in the targeted conference. Plans for the format call for the utilization of more conventional conference methods and all who wanted to come would be invited. These conferences may be held in a centralized location within the state or at regional locations, with some participants in the targeted conference serving as resource persons.

A third step under consideration would involve the utilization of educational materials and information present in the broad-based conference for conducting forums within counties. These forums would be organized and conducted by county Extension field staff.

Unique Program Features

1. Anticipated high level of interaction among researchers, government officials, and practitioners in the discussion of significant issues.
2. Systematic flow of information through conference methods which have the potential for reaching many persons.

Correspondence Courses in Public Decision-Making--This planned series will supplement courses now being offered through Penn State Extension's Public Affairs Correspondence Course Series. The courses will draw upon material developed for the present Kellogg-financed program and will be made available on a fee basis to all persons interested in public affairs. The courses will be designed for individuals who may not have the time to participate in a structured educational program, or who wish to supplement such a program.

Research Needs

To measure the effectiveness of public affairs leadership development programs, high quality evaluative research must accompany program development

and implementation efforts. Staff of the Department of Agricultural Economics and Rural Sociology of The Pennsylvania State University have utilized several approaches for evaluating the "Kellogg Project." Evaluation of the program's influence upon the participants focused upon growth in social science knowledge; the development of critical thinking ability; and changes in attitudes, self concept, life goals, and participation in public affairs and rural development activities. Another major component of the Penn State evaluation program has focused upon the participants' appraisal of the overall design of the educational program, the instructors, and the methods of instruction used.

After two years of use, a knowledge test which had been developed was dropped because it was measuring a participant's ability to retain facts and definitions, rather than the ability to apply knowledge to the analysis of public problems. This test was replaced with the Watson-Glaser Critical Thinking Appraisal* on a trial basis. This critical thinking test was originally developed to measure such changes in business executives enrolled in management training programs. The problems utilized were mainly business oriented. Participants in the Public Affairs Leadership Program showed very little change, if any, in critical thinking ability as measured by the Watson-Glaser Appraisal. It was concluded that the test was not measuring ability to analyze community problems, which was a major program emphasis. The development of a test to measure changes in critical thinking ability as related to public problem solving is a major research need.

Over the past four years, the questionnaire designed to measure changes in attitudes, self-concept, life goals, and participation in public affairs

*Watson-Glaser Critical Thinking Appraisal, Developed by Goodwin Watson and Edward M. Glaser, Copyright 1964 by Harcourt, Brace and World, Inc., New York.

and rural development activities has been revised and refined to the point where it is felt that a reasonably valid and reliable instrument is developed. (See Appendix C.) This questionnaire is used on a pre/post basis, with the post test being administered at two points in time: immediately upon completion of the course and two years after course completion. All results will be analyzed, with changes in the test group being compared to changes in a control group.

In 1972, all persons who were listed as references by individuals who had participated in the program, were asked to submit the names of two persons who had similar characteristics and opportunities for leadership involvement as the individuals whom they had recommended. Each person listed, received the same evaluation questionnaire which is now being used on a regular basis. The entire group of respondents (N=170) are now being considered for use as a control group. The questionnaire will be re-administered to this group in February 1975.

Research methods to supplement the mailout questionnaire approach should be considered. Older leaders in the participant's community and peers could be interviewed on a pre/post program basis to obtain an appraisal of any changes in the effectiveness of the participant. Other approaches, including unobtrusive measures, should be seriously examined. Budget limitations have been the primary constraint placed upon the evaluation of the Pennsylvania Kellogg Project.

Another focus for the evaluative research should be upon the organization which is administering the program. Such an evaluation could include an appraisal of at least the following:

1. The process of developing new working relationships between resident and Extension staff.

2. Changes in public service activities being conducted by the resident staff who were involved in the program.

3. Changes in extension program policy on the part of the state organization.

4. Changes in the educational activities being conducted by Extension field staff who had been associated with the program.

5. Changes in county Extension programs both in counties which have had Extension agents participating in the program and in counties which have had lay leader participants in the program.

6. The process by which change in county Extension programs occurred.

Research related to the participants' evaluation of the overall design of the educational program, the instructors, and the methods of instruction is being constantly conducted in Pennsylvania. As a result of this effort, major program changes have occurred each year. Further research in this area is needed and a report documenting the changes in educational methods used over time should be developed.

Recommendations for Comparative Research Among the Four States Conducting Kellogg Foundation-Financed Leadership Development Programs*

Given the high level of investment in leadership training which has already occurred in the four states with experimental programs, and the fact that there were major differences in the approaches used in these states, a systematic attempt at comparative evaluation should be given high priority by all institutions concerned. Some suggestions for such a study are as follows:

1. Selection of at least two other states to be used as a control.

2. Collection of base data pertaining to program objectives, course content and design, participant characteristics, structure of the delivery systems, and the educational program emphasis of the delivery systems included in the study.

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*California, Montana, Michigan, and Pennsylvania.

3. All data related to the delivery systems under study should pertain to a five-year period prior to developing the Kellogg-financed programs and the present situation.

4. Data collected should be comparatively analyzed.

5. The course design and the methods of instruction used in each of the four test states should be described. A report documenting both unsuccessful and successful educational methods used should be developed.

APPENDIX A

PUBLIC AFFAIRS LEADERSHIP PROGRAM
Regional Program Session Schedule

Week		Monday	Tuesday	Wednesday	Thursday	Friday
I	A.M.	IMPACT		Analyzing Public Problems	Critical Thinking	Demography and Community Change
	P.M.	Solving the Problems of Libertyville U.S.A.		Effective Communications	Economic and Social Changes	Social Changes Affecting Rural Areas
	Evening*			Introduction to Speech Program	Group Pictures/ Rap Session	
II	A.M.	Group Action for Community Problem Solving - Part I	Economic Development of Rural Pennsylvania Case Study		Taxation: Paying for Public Services	Local Government as a Problem Solver
	P.M.		Field Trip			
	Evening	Persuasive Speech	Discussion of Field Trip		Persuasive Speech	
III	A.M.	Local Planning	The Commercial Farm Problem	Causes and Consequences of Poverty	Analysis of Poverty Programs and Policies/Case Study	Group Action for Community Problem Solving - Part II
	P.M.	Quality of the Environment		Field Trip		
	Evening	Discussion on Environmental Quality and Planning	Persuasive Speech	Discussion of Field Trip	Persuasive Speech	
IV	A.M.	Field Trip to State Capitol		Public Affairs Problems in an Urban Setting	Individualized Urban Field Trip	Wrap-Up of Program
	P.M.	The Structure of Government	The Role of State Government in Solving Local Problems	Overview of Urban Problems in Philadelphia		Post-Test
	Evening	Meet with Leaders of Pennsylvania Organizations			Discussion of Field Trip	Recognition Banquet

*Sunday Evening: Orientation to Public Affairs Leadership Program/Pre-Test/Assign Role for IMPACT

PUBLIC AFFAIRS LEADERSHIP PROGRAM
Second-Year Session Schedule

Week		Monday	Tuesday	Wednesday	Thursday	Friday
I	A.M.	Rural Development Goals and Scope of Development	Economic and Geographic Factors Influencing Rural Development	Rural Development Strategies	Problems Often Faced in Rural Development	Environmental Quality: Economic and Social Considerations
	P.M.	Effective Communications Social Factors Influencing Rural Development		Field Trip Related to Rural Development Problems	Panel Discussion: Problems in Rural Development	3:00 p.m. Assign Readings and Adjourn
	Evening*	Participant Reception	Appreciating Various Art Forms	Discussion of Field Trip	Participant Committees Meet	
II	A.M.	Critique of Assignments Related to Rural Development	Water Pollution - Part II	Agricultural Chemicals as Pollutants	Disposal of Domestic Solid Waste	
	P.M.	Water Pollution - Part I	Effective Communications	Field Trip Related to Environmental	Field Trip Related to and Provision of Services in Rural Communities	Health Services 3:00 p.m. Assign Readings and Adjourn
	Evening	Speaker on Environmental Quality		Discussion of Field Trip	Speaker on Community Affairs	
III	A.M.	Educational Services		Taxation: Paying for Public Services	State Government	Local Government - Part II
	P.M.	Effective Communications	Welfare Services	Federal Government	Local Government - Part I	Summarize Program and Discuss Plans for Travel Seminar 3:00 p.m. Adjourn
	Evening	Effective Communications	Sports Activity	Concert	Panel Discussion-Local Government Response to Crime	
IV	Out-of-State Travel Seminar					

PUBLIC AFFAIRS LEADERSHIP PROGRAM

Third-Year Session Schedule

Week	Sunday	Monday	Tuesday	Wednesday	Thursday
I	Orientation to the Travel Seminar and the Three Countries to be Visited/ Cultural and Historic Perspectives	Price Stability in an International Economy	International Trade and Balance of Payments	Interest Groups Meet With Resource Persons to Review Reports	International Business and Investment in Developed and Developing Nations
		Problems of Less Developed Countries: Economic, Social and Political - Part I	Problems of Less Developed Countries: Economic, Social and Political - Part II	International Monetary and Trade Problems, to Include Discussion of LDC's	Rural Economic Problems
	Meeting with Attache	Continue Discussion of Ethics in Public Life	Meeting with Attache	Open	
	Wednesday	**Thursday**	**Friday**	**Saturday***	**Sunday**
II	Comparative Economic Systems: Tunisia, West Germany, and The Netherlands	The EEC, to include Discussion of Economic and Political Conditions/Common Agricultural Problems	Comparative Political Systems: Tunisia, West Germany, and The Netherlands/Issues and Problems in Current Foreign Policy	Discussion of Themes to be Emphasized in Travel Seminar: Land Resource Allocation/ Human Service Delivery	Participant Reports, Continued
	An Analysis of Historical and Cultural Antecedents to Current Programs and Policies	International Population Problems		Seminar Presentation of Participant Reports	Final Preparation for Trip
	Meeting with Attache	Interest Groups Meet with Resource Persons	Continue Year II Discussion of Current Political Issues	Open for Cultural Activity	
III IV	International Travel Seminar				

*Luncheon Meeting: Discussion of History and Culture as Interpreted Through Art

APPENDIX B

RECOMMENDED PROGRAM OUTLINE FOR REGIONAL
PUBLIC AFFAIRS LEADERSHIP DEVELOPMENT WORKSHOPS

I. Critical Thinking

1. Informal falacies
2. Propaganda usage
3. Statistics don't lie, but . . .
4. Why ask questions?

II. Anatomy/Analysis of a Public Problem

1. What is a public Problem?
2. The way we think and how individual differences in values, beliefs, attitudes and experiences, etc., affect public problem analysis
3. Framework for public problem analysis
4. Techniques for isolating conditions which cause problems or bring about their solutions.

III. Socioeconomic Change/Implications for Rural Pennsylvania

1. Rural economic trends
2. Sociological changes
3. Shifting political influences
4. Framework for viewing effects and implications

IV. Improving My Communications

1. Basic elements of communication process
2. Barriers to communication within and between groups
3. Effective listening
4. Persuasive speech

V. Community Resource Analysis/Development

1. Approaches
2. Sources of primary data
3. Data collection methods, needs/opinions/attitudes
4. Demography and Community Change
   a. How to look at population change/implications
   b. Basic concepts and definitions necessary to work with data
   c. Sources of secondary data
   d. Exercises in use of secondary data
5. Economic Analysis
   a. Factors affecting industrial development
   b. Trade-off considerations
   c. Regional economic goals
6. Community Facility Service Analysis
   a. The role of services and facilities in development
   b. Trade-off considerations

c. Examination of the need for selected services in region
d. Evaluation methods

VI. Local Government

1. Structure and function
2. Response to local needs
3. Opportunities for change/1968 Constitutional revisions
4. Planning Function within Local Government
   a. Function within framework of community problem solving
   b. Legal and social constraints on process
   c. Performance criteria
5. Local Fiscal Planning and Management
   a. Characteristics of Pennsylvania local government tax
   b. Evaluation of various alternatives
   c. Revenue sharing and its potential for local government
   d. Examination of local budgeting process (exercise)

VII. Development Future of Region/Community

1. Issues in growth, ecology, planning

VIII. Group Action for Community Problem Solving

1. Social action process as a framework for achieving community improvements
2. The diffusion of ideas throughout the community
3. Some strategies and tactics in planned innovation
4. Important considerations in organizing groups, conducting meetings and reaching agreement within the group

IX. Priority Setting

1. The importance of priority setting
2. The dynamics - the process within a simulated county setting

X. State Government

1. Structure
2. Legislative process
3. Functions of a lobbyist
4. Opportunities for state government (through its departments) to assist in community problem solving
5. How interest groups work with legislators and lobbyists to solve problems

XI. Possible Public Problems/Issues that Might be Selected for Discussion and Woven into the Workshop Program

1. Economic Stability
2. Environmental Quality
3. Income Distribution
4. Urban Problems
5. Land-Use

6. Welfare Reform
7. Drug Abuse
8. Law Enforcement and Crime
9. Energy Shortage
10. Transportation
11. Growth Policy
12. National Defense
13. Farm Price & Income Problems
14. Rural Development
15. Housing
16. Health Care

XII. Option Provided to Study Federal Government and Participate in Washington, D.C. Seminar

APPENDIX C

Name _____
(please print)

PUBLIC AFFAIRS LEADERSHIP PROGRAM
Evaluation Questionnaire

January 1973

The following questions pertain to your involvement in community activities. Please be assured that your answers to these questions will be held in strict confidence. Our interest is in comparing groups, not individuals, and upon receipt of your questionnaire we will assign an identification number to it and disregard the name completely in any analysis and reporting.

One final note, please do not be discouraged from responding to this questionnaire because of its length. There are some items which may not pertain to your own personal involvement, and therefore they can be skipped. Overall, the questionnaire should not require any more than thirty minutes of your time. Thank you.

A. This section is meant to guide your recollection and recording of the various types of clubs, organizations and societies in which you presently participate. Please try to recall ALL of the memberships and offices you hold and record each one in its proper category. Please mark your attendance as: (R) Regularly, (F) Frequently, (O) Occasionally, (S) Seldom, or (N) Never.

1. Civic Committees or Commissions (e.g., Town Planning Committee)

Name of Organization	How freq. do you attend meetings? (code above) (check one)					Do you pay dues or make any financial contributions? (check one)		Are you presently a member of any committees? (check one)		Do you currently hold any offices? (check one)	
	R	F	O	S	N	Yes	No	Yes	No	Yes	No

2. Elective or Appointive Government Offices

Name of Organization	How freq. do you attend meetings? (code above) (check one)					Do you pay dues or make any financial contributions? (check one)		Are you presently a member of any committees? (check one)		Do you currently hold any offices? (check one)	
	R	F	O	S	N	Yes	No	Yes	No	Yes	No

3. Local and National Community Service Organizations (e.g., P.T.A., United Fund)

Name of Organization	How freq. do you attend meetings? (code above) (check one)					Do you pay dues or make any financial contributions? (check one)		Are you presently a member of any committees? (check one)		Do you currently hold any offices? (check one)	
	R	F	O	S	N	Yes	No	Yes	No	Yes	No

4. Business Organizations (e.g., Chamber of Commerce, Better Business Bureau)

Name of Organization	How freq. do you attend meetings? (code above) (check one)					Do you pay dues or make any financial contributions? (check one)		Are you presently a member of any committees? (check one)		Do you currently hold any offices? (check one)	
	R	F	O	S	N	Yes	No	Yes	No	Yes	No

5. Professional Societies (e.g., A.M.A., A.B.A., P.S.E.A., P.F.A., N.F.O.)

Name of Organization	How freq. do you attend meetings? (code above) (check one)					Do you pay dues or make any financial contributions? (check one)		Are you presently a member of any committees? (check one)		Do you currently hold any offices? (check one)	
	R	F	O	S	N	Yes	No	Yes	No	Yes	No

6. Union Organizations (e.g., Int. Assoc. of Machinists, Teamsters)

Name of Organization	How freq. do you attend meetings? (code above) (check one)					Do you pay dues or make any financial contributions? (check one)		Are you presently a member of any committees? (check one)		Do you currently hold any offices? (check one)	
	R	F	O	S	N	Yes	No	Yes	No	Yes	No

7. Clubs and Social Organizations (e.g., Elks, Shriners, Odd Fellows)

Name of Organization	How freq. do you attend meetings? (code above) (check one)					Do you pay dues or make any financial contributions? (check one)		Are you presently a member of any committees? (check one)		Do you currently hold any offices? (check one)	
	R	F	O	S	N	Yes	No	Yes	No	Yes	No

8. Cultural Organizations (e.g., Theatre Society, Art Club)

Name of Organization	How freq. do you attend meetings? (code above) (check one)					Do you pay dues or make any financial contributions? (check one)		Are you presently a member of any committees? (check one)		Do you currently hold any offices? (check one)	
	R	F	O	S	N	Yes	No	Yes	No	Yes	No

9. Churches and Religious Organizations

Name of Organization	How freq. do you attend meetings? (code above) (check one)					Do you pay dues or make any financial contributions? (check one)		Are you presently a member of any committees? (check one)		Do you currently hold any offices? (check one)	
	R	F	O	S	N	Yes	No	Yes	No	Yes	No

10. Political Parties or Associations (e.g., A.D.A., Young Republicans)

Name of Organization	How freq. do you attend meetings? (code above) (check one)					Do you pay dues or make any financial contributions? (check one)		Are you presently a member of any committees? (check one)		Do you currently hold any offices? (check one)	
	R	F	O	S	N	Yes	No	Yes	No	Yes	No

11. Veterans and Patriotic Organizations (e.g., V.F.W., American Legion)

Name of Organization	How freq. do you attend meetings? (code above) (check one)					Do you pay dues or make any financial contributions? (check one)		Are you presently a member of any committees? (check one)		Do you currently hold any offices? (check one)	
	R	F	O	S	N	Yes	No	Yes	No	Yes	No

12. Other

Name of Organization	How freq. do you attend meetings? (code above) (check one)					Do you pay dues or make any financial contributions? (check one)		Are you presently a member of any committees? (check one)		Do you currently hold any offices? (check one)	
	R	F	O	S	N	Yes	No	Yes	No	Yes	No

8. Please answer the following questions concerning your participation in various activities.

1. Do you belong to any organizations that sometimes take a stand on housing, better government, school problems, or other public issues?

_____ (1) No
_____ (2) Yes

2. When you get together with your friends, would you say that you discuss public issues like government regulation of business, labor unions, taxes, and farm programs?

_____ (1) Frequently
_____ (2) Occasionally
_____ (3) Never

a. (If "frequently" or "occasionally"), which of the following best describes the part you yourself take in these discussions?

_____ (1) Even though I have my own opinions, I usually just listen.
_____ (2) Mostly I listen, but once in a while I express my opinions.
_____ (3) I take an equal share in the conversation.
_____ (4) I do more than just hold up my end in the conversation; I usually try to convince others that I am right.

3. Have you ever written or talked to any public officials to let them know what you would like them to do on a public issue in which you are interested?

_____ (1) No
_____ (2) Yes

a. (If "yes"), what types of public officials? (Check as many as apply.)

_____ (1) Local officials, such as mayor or councilmen.
_____ (2) State officials such as Assemblymen, Governor, etc.
_____ (3) National officials such as Congressmen or Senators.

4. In the last four years, have you worked for the election of any political candidate by doing things like distributing circulars or leaflets, making speeches, or calling on voters?

_____ (1) No
_____ (2) Yes

a. (If "yes"), what types of officials have you worked for?

_____ (1) Local officials
_____ (2) State officials
_____ (3) National officials

5. Have you attended any meetings in the last four years at which political speeches were made?

_____ (1) No
_____ (2) Yes

6. In the last four years have you contributed money to a political party or to a candidate for a political office?

_____ (1) No
_____ (2) Yes

7. About how many times do you think you have gone to the polls and voted during the last 4 years?

_____ (1) Once
_____ (2) Twice
_____ (3) Three times
_____ (4) Four times
_____ (5) five or more times

C. For each of the community actions listed below, please indicate (with a check mark) the extent of your participation, if any, during the past year.

Action	Not Involved	Somewhat Involved	Highly Involved
1. Efforts to improve or expand local education programs	_____	_____	_____
2. Attempts to secure new industries for the community	_____	_____	_____
3. Special development programs in agriculture or forestry	_____	_____	_____
4. Projects to improve health and mental health services	_____	_____	_____
5. Efforts to improve the well-being of the disadvantaged	_____	_____	_____
6. Projects concerned with community water resources	_____	_____	_____

D. 1. People have different ideas of just how they fit into community affairs. Would you say that you are: (check one)

____a. A person who makes community decisions
____b. A person who is active, but not one of the decision makers
____c. Just an ordinary person in the community
____d. Not really a part of the community

2. If all persons of your age who live in your community were divided into four groups on the following items, in which group would you rank yourself? Group one represents the highest and group four the lowest. Circle the number indicating your position.

a. Number of organizational memberships

Most Least

1 2 3 4

b. Degree of activity or participation in those organizations

Most Active Least Active

1 2 3 4

c. Extent of leadership exercised

Most Least

1 2 3 4

E. We want to know what you think about certain events which we face in our society. Each item consists of a pair of statements. Please select the one statement of each pair (and only one) which you most strongly believe to be more nearly true. Be sure to check the one you actually believe to be more nearly true, rather than the one you think you should check or the one you would like to be true. There are no right or wrong answers. Again, be sure to make a choice between each pair of statements. Mark your choice with an (X) in the space preceding the item.

1. ____a. I think we have adequate means for preventing run-away inflation.
____b. There's very little we can do to keep prices from going higher.

2. ____a. Persons like myself have little chance of protecting our personal interests when they conflict with those of strong pressure groups.
____b. I feel that we have adequate ways of coping with pressure groups.

3. ____a. A lasting world peace can be achieved by those of us who work toward it.
____b. There is very little we can do to bring about a permanent world peace.

4. ____a. There's very little persons like myself can do to improve world opinion of the United States.
____b. I think each of us can do a great deal to improve world opinion of the United States.

E. (Continued)

5. ____a. The world is run by the few people in power and there is not much the little guy can do about it.
   ____b. The average citizen can have an influence on government decisions.

6. ____a. It is only wishful thinking to believe that one can really influence what happens in society at large.
   ____b. People like me can change the course of world events if we make ourselves heard.

7. ____a. More and more, I feel helpless in the face of what's happening in the world today.
   ____b. I sometimes feel personally to blame for the sad state of affairs in our government.

F. Answer the following questions by indicating if you agree (A) or disagree (D) with the item. Circle your response. Also circle the number from 1 to 5 which reflects the strength of your feeling. Use number 1 to mean that you do not feel at all strongly, number 5 to mean that you feel very strongly or certain. If you cannot decide whether you agree or disagree circle both agree (A) and disagree (D) and do not circle any of the numbers.

1.	I find it easy to express my ideas.	A D	1	2	3	4	5
2.	I can usually keep cool in important situations.	A D	1	2	3	4	5
3.	It is easy for me to get my own way in most situations.	A D	1	2	3	4	5
4.	I find that meeting new people is usually embarrassing.	A D	1	2	3	4	5
5.	It is easy for me to act naturally in a group.	A D	1	2	3	4	5
6.	It is easy for me to get along with people.	A D	1	2	3	4	5
7.	I frequently feel self-conscious.	A D	1	2	3	4	5
8.	Fear of making blunders keeps me from having a good time at a social gathering.	A D	1	2	3	4	5
9.	When I serve on committees, my proposals are usually followed.	A D	1	2	3	4	5
10.	I can generally propose activities in which others enjoy taking part.	A D	1	2	3	4	5
11.	I can speak effectively in public.	A D	1	2	3	4	5
12.	I can generally succeed in reconciling others when they have conflicting points of view.	A D	1	2	3	4	5
13.	I believe that I can effectively conduct a group meeting.	A D	1	2	3	4	5

F. (Continued)

14.	I generally know where to turn to obtain information to aid in making decisions.	A D	1	2	3	4	5
15.	I believe I have the necessary skills so that I can function as an effective leader in my community.	A D	1	2	3	4	5
16.	When others fumble in finding direction, they often turn to me for guidance.	A D	1	2	3	4	5
17.	In leading group discussions, I find it difficult to keep everyone involved.	A D	1	2	3	4	5
18.	I think I have the necessary skills and understanding to function effectively as a member in my community.	A D	1	2	3	4	5
19.	I can effectively present my ideas to others.	A D	1	2	3	4	5
20.	It is hard for me to find anything to talk about when I meet a new person.	A D	1	2	3	4	5
21.	I consider myself to be a leader in my community.	A D	1	2	3	4	5
22.	In social conversation I frequently have definite ideas and try to convince others.	A D	1	2	3	4	5
23.	I seek group social situations because my qualities for influencing others are tested.	A D	1	2	3	4	5
24.	I enjoy speaking in public.	A D	1	2	3	4	5
25.	Others expect me to be a leader in my home community.	A D	1	2	3	4	5

Would you also kindly provide us with the following information:

Your age: _____ Sex: Male _____
Female _____

Present occupation: _____

Highest level of completed education: (circle one)

1. No high school
2. Some high school
3. High school graduate
4. High school graduate plus short courses
5. Some college
6. College graduate
7. College graduate plus short courses
8. Advanced degree

Marital status: (circle one)

1. Single
2. Married
3. Other

Length of residence at present address. _____

Length of residence in Pennsylvania. _____

Where was your primary place of residency during your youth? (circle one)

1. On a farm
2. In the country, but not on a farm
3. In a town or village of less than 2,500
4. In a town of 2,500 to 10,000
5. In a city of 10,000 to 100,000
6. In a city of over 100,000

Where do you presently live? (circle one)

1. On a farm
2. In the country, but not on a farm
3. In a town or village of less than 2,500
4. In a town of 2,500 to 10,000
5. In a city of 10,000 to 100,000
6. In a city of over 100,000

Please return to: Dr. Robert E. Howell, Director
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THANK YOU VERY MUCH